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tria, Norway and Denmark. There is a most interesting and valuable chapter on City School Systems and two elaborate chapters on Professional Education. There are besides competent discussions of such subjects as Social Pathology in Education ; the Reformation of Juvenile Offenders ; Education of the Colored Race ; Swedish Gymnastics, etc., while all the topics of school administration, such as Compulsory Education, Readjustment of School Programmes, Higher Education, Kindergarten, Manual Training, Physical Training, Reading and Literature, Religious and Moral Training, School Discipline, and Text Books are intelligently discussed. In view of the International Congresses on Education in Chicago this year, the Report on the International Congress at Paris will doubtless arouse much interest. The accounts of foreign systems in the present report admirably supplement the excellent beginning made in the report for 1888-89. The two reports together are a mine of information upon foreign educational systems. In collecting such a body of information, the Bureau of Education is performing a most valuable service for the educators of the United States.

C. H. Thurber.

NOTES.

Outline of the Principles of History (Grundriss der Historik). By JOHANN GUSTAV DROYSEN, late Professor of History in the University of Berlin. With a biographical sketch of the author. Translated by E. Benjamin Andrews, President of Brown University. Boston : Ginn & Co.

While not a text-book, even for the most advanced classes, there is in the whole literature of history no more suggestive book, whether for teacher or student, than Droysen's *Historik*; and President Andrew's painstaking English translation will be eagerly welcomed by all workers in history to whom philosophical German is not easy reading. Not that easy reading is just the word for Dr. Andrew's English. It may be doubted whether he has made the book more clear by shunning the technical but definite philosophical terms of the original, or more readable by his circumlocutions and expansions. But it is English, and well-considered, adequate English, which blinks no difficulties and tolerates no ambiguities. For more than a decade, indeed, the task has been ripening in the translator's mind, and there is added to the volume a facsimile of the letter by which in 1884 the author sanctioned his undertaking. Not the least interesting part of the volume is the excellent biographical sketch of Droysen translated from the German by Dr. Hermann Krüger. There can be no nobler antidote to the materialistic trend which still marks much of historical and sociological work, especially on this side of the Atlantic, than the thoughtful reading of this book—"the weightiest book of its size," thinks President Andrews, "composed in our century."

Herodotus, Bks. V and VI. Edited with Notes and Appendices by EVELYN ABBOTT, M.A., LL.D. (Clarendon Press Series). N. Y.: MacMillan & Co.

In editing Herodotus, Books v. and vi., Dr. Evelyn Abbott has had in view chiefly the needs of historical students, and has confined himself mostly to such notes and illustrations as conduce to this aim. The novelty and value of the work depend chiefly on the opinions and illustrations contained in twenty-three essays which discuss various historical and chronological *cruces*, with the acumen, research, and sobriety for which Dr. Abbott is distinguished. In some cases where no decision is reached, the editor provides the student with a sufficient apparatus, by collecting all the excerpts from original authorities that bear on the question. Instances of the questions discussed are the period of Pheidon of Argos, the relation of Greece to Egypt, and the apparently insoluble difficulties connected with Herodotus's narrative of the battle of Marathon. The latter essay is illustrated by an admirable map, which incidentally displays the philosophic suspense of Dr. Abbott's mind, by an interrogation-point attached to the spot marked "Tumulus of the Athenians." The same spirit shows itself in the suggestive remark, page 301: "We are as yet quite ignorant of the ethnology of those early Mycenians; we may call them Danaï or Achæans, but these names really mean nothing. . . . The princes of Mycenæ may have dwelt in Mycenæ without being Greeks; they may have been some Oriental invaders holding the same position which the Romans held in Britain, and like them leaving traces of their sojourn, though they were entirely driven out of the country. They may have been Egyptians, as Herodotus asserts, and their kings may have been displaced by another alien (Ægean) race from Asia Minor, the Pelopids of legend." This sufficiently cautious observation shows a slight advance on the complete agnosticism of Grote as to the mythical period.—*Evening Post*.

A Course of Practical Elementary Biology. By JOHN BIDGOOD, B.Sc., F.L.S. New York: Longmans, Green & Co. Size $4\frac{3}{4} \times 7\frac{1}{4}$ in. pp. vi+353.

It appears to be a bold matter to recommend the student to commence the study of Biology with the simplest forms. It is said that he should proceed from the known to the unknown, and should therefore commence the study of the vegetable side of the science with the flowering plants, and the animal side with the vertebrates. Setting aside the undoubted fact that the flowering plant is, to the beginner, as unknown botanically as yeast, and the frog, zoologically, as *amœba*, it is also a correct principle that the beginner should proceed from the simple to the complex, and that course is followed here. It is true that the simplest forms are also among the smallest, and beginning at this end necessitates some facility in the use of the microscope. The biologist must, however, like any other workman, commence by learning the use of his tools.

The scope of this work is indicated by this selection from the titles of the eighteen chapters: Yeast; Protococcus; Bacteria, or Schizomycetes; The Male Fern; The White Dead Nettle; Special Physiology of the Vascular Plants; *Amœba*; Colorless Blood-Corpuscles; Vorticella (the Bell Animalcule); The Pond, or Swan Mussel; The River Grayfish; The Common Grass Frog. The word "elementary" in the title has its original significance. This is not a "child's book of nature." For the maturer student, as well as for the teacher, it must have great interest and value. The paper and presswork are attractive and the cuts admirably clear. Many of the illustrations are new and have been drawn for this book.

English Prose Selections. With Critical Introductions by various writers, and General Introductions to each Period. Edited by HENRY CRAIK, C.B., LL.D. Vol. I. 14th to 16th Century. N. Y.: Mac Millan & Co.

These selections contain, in addition to the representative extracts in the text, a general introduction to each period, and critical introductions to each author by various writers. The first volume covers the period from the 14th to the 16th century.—“The object of this collection, Mr. Craik writes in his preface, which has been designated to form a companion to Mr. Humphry Ward's four volumes of Selections from the English Poets, is to show the growth and development of English prose, by extracts from the principal and most characteristic writers. In the introductory notice to each author—for which the editor has been fortunate enough to secure the co-operation of the following well-known writers: Canon Ainger, Vernon Blackburn, J. Churton Collins, Madame Mary Darmesteter, J. M. Dodds, Edmund Gosse, Prof. J. W. Hales, Prof. W. P. Ker, Prof. Minto, Norman Moore, Principal Reichel, F. H. Trench, G. Saintsbury, Principal Ward, and C. Whibley—only so much of biographical detail has been given as may enable the reader to judge the general circumstances of the author's life and surroundings, and the scope of his work; and to this is added a critical description of his style and methods, and of his place in the development of English prose. It is thought that the specimens thus brought together may prove useful to the study of our literature, as a supplement to the histories of that literature now chiefly in use.”

Geometry in the Grammar School. An Essay. By PAUL H. HANUS. Boston: D. C. Heath & Co. Size 5x7¼ in. pp. iv+52.

This book has grown out of lectures to the teachers of the seventh, eighth, and ninth grades in the grammar schools of Cambridge, and formed part of the plan by which Harvard University gave instruction to teachers of the grammar schools in certain subjects introduced into the curriculum. The Essay covers:

- a. A discussion of the subject-matter to be selected for grammar school work in geometry.
- b. The method of teaching.
- c. Illustrative class exercises.
- d. An outline of the work in geometry for the last three years of the grammar school.

The author believes that for geometry as well as for geography field work is well nigh indispensable, and that teacher and pupil must work together in discovering the facts and their relations, and that this may thus be accomplished by skillful questioning without the use of the text-book containing the definitions, solutions and demonstrations. Teachers of geometry will find this little book suggestive reading.

The City-State of the Greeks and Romans. A Survey Introductory to the Study of Ancient History. By W. WARDE FOWLER, M.A., Sub-rector of Lincoln College, Oxford. New York: MacMillan & Co.

This work is an expansion of a short series of lectures given for several successive years to men just beginning the study of ancient history in the school of *Literæ Humaniores* at Oxford. Starting with the genesis and nature of the City-State and its first form of government, the rise of Aristocracy, and its transition to Democracy in Greece, as finally realized in Athens, Mr. Warde Fowler discusses the period of transition at Rome, the Perfection of Oligarchy, and the internal and external causes of the decay of the City-State and its final dissolution in the Roman Empire. The purpose seems to be to present an outline biography of that form of State in and under which both Greeks and Romans lived, and made their contributions

to the progress of civilization. The work is much more than its modest title implies ; it is an introduction to the Science of Comparative Politics and an important contribution to Sociology. It will be a valuable addition to the library of a teacher or school.

A Text-Book of Needlework, Knitting, and Cutting Out, with Methods of Teaching. By ELIZABETH ROSEVEAR, Senior Teacher and Lecturer on Needlework at the Training College, Stockwell, London. pp. xvi+460. Macmillan & Co., London & New York.

We wish there were a wider field in this country for this admirable book. The idea that the schools have a duty to girls to instruct them in the tasks that are to fall to them as wives and mothers, gains ground too slowly. No doubt they ought to learn all these things at home, but unfortunately they don't. Rich mothers neglect to give the necessary instruction ; poor mothers haven't the time. The work before us seems to be a thorough and practical treatise on all conceivable sorts of needlework, knitting, and the like. Full instructions are given, and understanding is aided by no less than one hundred and seventy-three capital illustrations. It ought to be a valuable manual for housewives as well as the schools. Would there were a class in it wherever girls old enough to handle a needle are taught in our schools ! The book makes of needlework an art and so surely classes it among the humanities.

Typical Tales of Fancy, Romance, and History, from Shakespeare's Plays.

Edited by ROBERT R. RAYMOND, A.M. New York : Fords, Howard & Hulbert. Size $6\frac{1}{4} \times 8\frac{1}{2}$ in. pp. vii+224.

In narrative form, largely in Shakespeare's own words, with dialogue passages from the original dramatic text, we have here the stories of "A Midsummer Night's Dream," "As You Like It," and "Julius Caesar." The book is prepared in the effort to do systematically and intelligently what thousands of parents and teachers have long been trying to do, namely, to awaken in the young a love for the great master of English literature. While not assuming to take account of the nice questions which occupy the attention of Shakespearian editors, it is believed the book contains no unwarrantable departure from the texts most generally approved. The plays selected represent three distinct types of Shakespeare's dramas and in different ways that seem peculiarly adapted to interest the youthful mind.

The American Commonwealth. By the RIGHT HON. JAMES BRYCE, D.C.L., author of "The Holy Roman Empire ;" M. P. for Aberdeen. New Revised and Enlarged Edition with Additional Chapters. In two volumes, large 12mo. Third Edition, revised throughout. New York : MacMillan & Co.

The first volume of the third edition, revised, of this important work is just issued. Since the first edition was issued in 1888 over 46,000 copies of the authorized editions have been sold. The second volume of this third edition will be published in a few months. It has been carefully revised throughout, controverted or difficult points have been reconsidered, and many additions to and qualifications of previous statements have been made. The constitutional changes in the States since 1889 have been noted, and the census returns of 1890 have been used to correct the figures of population.

A Text-Book on Rhetoric, supplementing the Development of the Science with Exhaustive Practice in Composition. By BRAINERD KELLOGG, LL.D. New York: Effingham Maynard & Co. Size 5x7¼ in. pp. 345.

This is a new and improved edition of a work which has been tried by the test of twelve years' experience and not found wanting. While some things in the original work have been dropped from this, and many things, not in the original, may be found in this, the lesson numbers are not changed—the new edition can be used without confusion in the same classes with the old. Under the head of *propriety* may be found a defence of many expressions unjustly condemned by recent critics; and, under simple words, some original work representing the Latin and the Anglo-Saxon in our vocabulary.

The author is himself, one of the clearest and most vigorous of writers, as the book testifies. A key to the text-book has been published for teachers only.

Forest Planting. A Treatise on the Care of Woodlands and the Restoration of Denuded Timber-Lands on Plains and Mountains. By H. NICHOLAS JARCHOW, LL.D. Illustrated. Published for the Author by the Orange Judd Company, New York, 1893. 237 pp., 12 mo., cloth, \$1.50.

This publication is a timely and valuable contribution to our knowledge of forest planting, which in this country is just beginning to receive the attention which its importance demands. The reckless destruction of our magnificent woods makes it not only necessary that the remaining natural forests may be preserved but that the cleared woodlands may be replanted and the original forest covering be restored. The author believes that this can be accomplished only by a thoroughly systematic and scientific forest culture adapted to American conditions. This practical work is prepared with this end in view.

A List of the Plants, contained in the sixth edition of Gray's Manual, of the Botany of the Northern United States. Compiled by JOHN A. ALLEN. Published by the Herbarium of Harvard University.

This Catalogue has been prepared in response to various calls for a check-list corresponding to the revised form and extended range of Gray's Manual. By giving collectors a convenient means of indicating their desiderata and duplicates, it is hoped that the list will facilitate herbarium exchanges and prove a useful adjunct to the Manual. To secure greater convenience it has been put into pocket size, adapted to both field use and mailing.

Botanists who discover or possess plants, whether enumerated in this appendix or not, from the district covered by the Manual, and not described in it, are requested to contribute specimens to the Herbarium of Harvard University.

Spanish Literature. An Elementary Hand-book with Indices. By H. BUTLER CLARKE, M. A. N. Y.: Macmillan & Co.

For the general reader, who requires a less voluminous work than that of Ticknor, this book is exactly the thing, and, in giving some attention to the writers of our own age, it even supplements Ticknor to a certain extent. The independent value of the book might, indeed, have been improved if somewhat more attention had been paid to the remarkable group of living Spanish writers, whose merits the author does not fail to appreciate. The style is pleasant, and the book as readable as a manual may well be. There are useful lists of authorities, and of editions recommended for popular reading.

Prose Passages from the Works of Francis Parkman. Compiled by JOSEPHINE E. HODGDON. Boston: Little, Brown & Co. Size $5\frac{1}{2} \times 8\frac{1}{4}$ in. pp. ix+117.

This volume is a part of a series of leaflets from standard authors prepared for homes, libraries and schools. The series is an attempt to answer the question, "How can our young people be led to take pleasure in the writings of our best authors?" By means of such sheets as these each teacher can have at command a larger range of authors than is otherwise possible. A good portrait of Parkman forms the frontispiece, and there are half a dozen other illustrations. The extracts are preceded by a biographical sketch of Parkman, and the selections are such as are likely to interest the young.

A School History of the United States. By WILLIAM SWINTON. New York: American Book Co. Size $5 \times 7\frac{1}{2}$ in. pp. 383. Price 90 cents.

This is a revision and rewriting of Swinton's Condensed School History of the United States, which, for twenty years, has received the approval of the teaching profession in all sections of the country. An introductory chapter on Prehistoric America, and a chapter giving some account of the settlement and growth of the three colonial centers, Boston, New York, and Philadelphia, have been added by the revisers. Notes have been supplied in many places where it seemed that the interest or value of fact or scene might be increased by some side light. Most of the maps are new. The presswork and illustrations are very pleasing.

A Pathfinder in American History. By W. F. GORDY and W. I. TWITCH-ELL. Two parts in one volume. Boston: Lee & Shepard. Size $5 \times 7\frac{1}{2}$ in. pp. v+261.

A somewhat careful review of the first part of this book appeared in the SCHOOL REVIEW for February, page 117. The volume before us contains the second part or text-book, the first part being confined almost exclusively to suggestion helps to the teacher. It is not at all like any other United States history. The book is full of suggestiveness and valuable references for teachers and those who are to be teachers. It is highly desirable that it should be in the hands of American history teachers, and teachers of general history will find it pedagogically suggestive.

School Needlework. By OLIVE C. HAPGOOD. Boston: Ginn & Co. Size $5 \times 7\frac{1}{2}$ in. pp. 159.

It is to be hoped that the author is right in saying in the preface of this little manual, that the importance of sewing in the public schools is now generally recognized. Certainly it will be well if this work does find a large acceptance. Prepared on a more modest and simpler scale than the work mentioned above, it is probably for use in America even more practical. Simplicity with completeness seems to have been the aim of the author throughout. The diagrams are clear and well made.

The Step-Ladder. By MARGARET A. KLEIN. New York: A. S. Barnes & Co. Size $5 \times 7\frac{1}{2}$ in. pp. v+162.

To those who are already acquainted with Emerson's system of teaching reading, the plan of this volume will seem natural and familiar. Its object is to put in necessary order a collection of selections which will develop the child's expressive power in natural lines, and lead him up to the point where he may use with advantage the Evolution of Expression prepared by Dr. Emerson. The authors represented are all of the best and the selections seem to have been made with judgment.